CATALOGUE

OF THE

College of William and Mary.

Session 1892-93.

WILLIAM AND MARY COLLEGE
QUARTERLY HISTORICAL PAPERS,

LYON G. TYLER, M. A., EDITOR,

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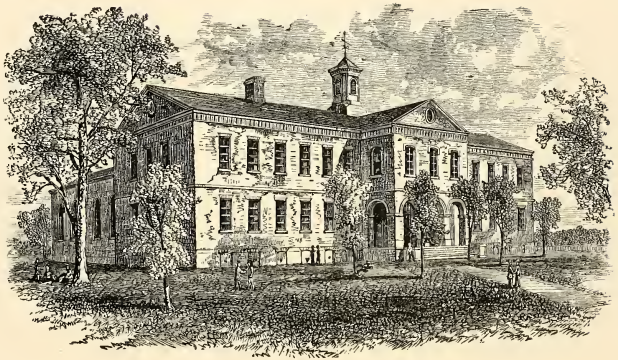

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CATALOGUE

OF THE

COLLEGE OF WILLIAM AND MARY

[CHARTER DATED 1693,

AND

AMENDED BY ACT APPROVED MARCH 5, 1888, ESTABLISHING "IN CONNECTION WITH THE COLLEGIATE COURSE A SYSTEM OF NORMAL INSTRUCTION AND TRAINING."]

SESSION 1892-'93.

Richmond, Va.:
WHITTET & SHEPPERSON, PRINTERS, 1001 MAIN STREET.
1893.

CALENDAR.

Sunday, June 18, 1893, Final Sermon.

Monday, June 19, —— 12 M., Joint Orator.

" " 8 P. M., Philomathean Society Celebration.

" " 9 P. M., Board Meeting.

Tuesday, June 20, —— 10 A. M., Board Meeting.

" " 8 P. M., Phœnix Society Celebration.

Wednesday, June 21,—10 A. M., Board Meeting.

" " 12 M., Bi-centennial Celebration.

" " 5 P. M., Banquet.

Thursday, June 22, —— 10 A. M., Delivery of Diplomas.

" " 12 M., Alumni Orator.

" " 8 P. M., Final Ball.

Next Session begins October 5, 1893.

Next half Session begins February 14, 1894.

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Students who have not taken the pledge to teach,	81
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HISTORY AND CHARACTER.

The principal facts in relation to this institution may be summed up briefly, as follows:

1. In its antecedents, William and Mary is the oldest institution of learning in the United States; in its actual operation, it is next to Harvard University.

2. The system of lecturing was first introduced at William and Mary. This was done by Dr. William Small, Professor of Natural Philosophy and Mathematics, in 1758.

3. It was the first College in America to establish a chair of Municipal Law, under Chancellor George Wythe (1779), which chair, being next in time to the Vinerian filled by Sir William Blackstone, was the second of the kind in the English-speaking world.

4. It was the first to announce the elective system of study (in 1779).

5. It was the first to unite in one College the faculties embraced in the idea of a university, a title formally assumed in 1782. While the faculty of Harvard consisted of a president and tutors, William and Mary had a president and corps of professors, graduates of Oxford and Cambridge.[1]

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[1] At the re-organization of the College in 1779 the Schools of Law and Medicine were added and the Divinity schools abolished. It was at this time that the elective system was established. On December 29, 1779, the Faculty adopted the following resolution:

"For the Encouragement of Science.—*Resolved*, That a student, on paying annually one thousand pounds of tobacco, shall be entitled to attend *any two* of the following Professors, viz.: Of Law and Police; of Natural Philosophy and Mathematics; and of Moral Philosophy and the Fine Arts; and that for fifteen hundred pounds of tobacco, he shall be entitled to attend the said three Professors, the fees to be paid at that period of the year when the courses of lectures commence."

6. Finally, it was the first to establish a chair of History and Political Science, under George Keith and Thomas R. Dew (1822).

Though its origin may be traced to the year 1618, its final establishment under a charter in 1693 was illustrious. In the movement that led to the charter, the clergy of Virginia, headed by the commissary, James Blair; the House of Burgesses, headed by its Speaker, Thomas Milner; the Council, headed by Governor Francis Nicholson, who, despite his eccentricities, deserves to be gratefully remembered for his noble zeal in the cause of education; the merchants of London, numbering Micajah Perry, Thomas Lane, and others; the leading planters of Virginia; the Bishops of England; and King William and Queen Mary, were all engaged. The career of the institution thus founded was no less distinguished. Her Alumni gave to the Federal bar two eminent Attorney-Generals of the United States; to the House of Representatives of the Congress of the United States, seventy members; to the Senate of the United States, fifteen Senators; to Virginia and other States, seventeen Governors; to the country, one historian and numberless eminent law and other writers; to the State and the United States, thirty-seven judges; to the Revolution, twenty-seven of her sons; to the Army of the United States, a Lieutenant-General (Winfield Scott), and a score of principal and subordinate officers; to the United States Navy, a list of paladins of the sea, headed by Warrington and Thomas Ap Catesby Jones; to the Colleges and University, numerous professors; to the Union, three Presidents (Jefferson, Monroe, and Tyler); to independence, four signers of its Declaration; to the first American Congress, its President; to the Federal judiciary, its most eminent Chief-Justice (John Marshall); to the Federal executive, seven Cabinet officers; and to the convention which framed the Constitution of the United States, Edmund Randolph, its chief author and draftsman.

Equally distinguished in the literary world have been the Professors of William and Mary. James Blair, its first President, was the author of a series of *Sermons on the Mount*, which were once the household possession of every Virginian. Thomas Gwatkins and Samuel T. Henley were the authors of numerous pamphlets on important questions before the Revolution. Rev. Hugh Jones wrote *The Present State of Virginia*. Rev. Gronow Owen achieved celebrity as the next greatest poet to ap. Gwilym of Welsh nation-

ality. To Dr. William Small is to be attributed the popularity of the sciences as a college study. President William Stith and Professor L. H. Girardin wrote histories of Virginia. St. George Tucker was the first American to publish a text-book on the law, his celebrated Commentaries on Blackstone; and to Thomas R. Dew history and political science are indebted for valuable contributions. Add to these the brilliant labors of a Madison, a Wythe, a Smith, a Beverly Tucker, a Rogers, a Holmes, a Wilmer, and many others of equal merit, who adorned the roll of the Faculty of William and Mary.

Few institutions have experienced as many vicissitudes of fortune. Situated in a neighborhood which has been repeatedly the scene of military operations, it has been occupied by British, French, Confederate, and Federal soldiers. It has been three times burned,[1] and three times rebuilt.

Under the colonial government, the College not only enjoyed representation in the House of Burgesses, and derived much of its revenue from public economic sources, but through its presidents, who were generally commissaries to the Bishop of London, and had, therefore, a seat in Council and in the General Court, it exerted a powerful influence over the political thought of the colony. After the Revolution the right of representation guaranteed by the charter was taken away by the new constitution; all connection ceased between the College and church and state;[2] and the College revenues, dependent chiefly upon taxes, were assumed by the State government to meet its own pressing necessities. At the close of the Revolution, what with losses incurred by depreciation of the paper money, losses incurred by the diversion of the Boyle trust into English channels, losses incurred by the removal of the capital to Richmond, and the discontinuance of the State patronage, the active available capital of the College on January 1, 1786, was reduced to £751 0*s.* 9*d.*,[3] not taking into account the College lands; and though the Legislature voted the College, about this time, the public lands in and around Williamsburg, the proceeds resulting

[1] In 1705, 1859, and 1862.

[2] In later times President Thomas R. Dew was a Baptist, and Col. Benjamin S. Ewell a Presbyterian.

[3] Equivalent to $2,503.44.

from their sale in no way compensated for the revenue that was lost, the total sum realized being, from a report in 1824 of Judge James Semple, Professor of Law, $18,048.25.

But an institution so remarkable for the genius of its sons,[1] standing as an oracle addressing the remotest future, might become depressed, but it could not die. Accordingly, we find the College, after a time, gradually arising from the weight of its calamities. Its hitherto unproductive lands, growing each year more valuable, were sold off, and realized a considerable endowment;[2] and then came a time after 1836 when, under its Rector, John Tyler, and its President, Thomas R. Dew, the College reached a pitch of prosperity never equalled at any previous time. President Benjamin S. Ewell, LL.D., kept the College well in the same path; but the fire of February 8, 1859, came, and at once a heavy blow was given to this era of prosperity. To restore the College necessitated a heavy drain on the endowment; and when, with unexampled rapidity, the College, once more renewed, welcomed the student again to its halls, the war broke out between the States, and by the action of the Federal soldiers, all of the main building of the institution, save the massive walls, again melted away in the flames, on September 9, 1862.

Nor was this the only calamity the College sustained at this time. The endowment, consisting of the proceeds of the sales of the Crown lands, shared the fate to which personal property is ever liable, depreciation and destruction; and when the war closed, the College, in the ashes of its desolation, looked out upon a country scarcely less desolate than itself, and in comparison with which the same country after the Revolution appeared in a most promising condition. And yet its friends once more gallantly came to the task of restoration. Although the work was slow and painful, the buildings were sufficiently restored by July, 1869, to admit of a reorganization of the academic schools. Instruction was imparted and continued until 1881, when the Board of Visitors and Gover-

[1] Among those that studied at William and Mary after the Revolution were John J. Crittenden, John Tyler, William C. Rives, Winfield Scott, George M. Bibb, William T. Barry, and a host of other statesmen.

[2] In 1824, $151,794.20; but this included some desperate debts. The income of the College in 1827 was $6,724.60. The expenses were $8,234.00. (Faculty Book, No. 3, pp. 196, 286.)

nors, disappointed in their hopes of obtaining reimbursement from Congress,[1] and deeming it impossible to support a Faculty and pay the interest on the debt incurred in behalf of the late building, determined to suspend further instruction until the debts were discharged. The property of the College consisted at this time of buildings valued at $93,000, and stocks, bonds, etc., valued at $44,350. The debts amounted to about $28,000. After seven years of suspension the debts were reduced to $7,001.72.[2]

This was the status of affairs in 1888, when the General Assembly was led to entertain the proposition by which the College had been so happily revived. The Constitution of the State had made it mandatory upon the Legislature to establish normal schools, and yet, while there were two such schools for the colored race, there was but one for the white, and to that only females were admitted. The use of the College buildings and endowment funds was calculated to save the State a large outlay; and, impelled by this consideration, as well, doubtless, as by a generous feeling to make further reparation for its Revolutionary losses, incurred, in part at least, by the action of the State, and also to rescue from destruction an object of such general historic interest, the General Assembly appropriated to the support of the institution $10,000[3] annually, on the conditions mentioned in the act.

Chapter 434.—An Act to Establish a Normal School at William and Mary College, in Connection with its Collegiate Course.

[Approved March 5, 1888.]

"Whereas it is represented that the College of William and Mary is desirous of establishing, in connection with the collegiate course, a system of normal instruction and training, so as to prepare white male teachers for the public free schools of the commonwealth, and is unable to do so because of the inadequacy of its resources; therefore, to aid the said College in the purposes aforesaid, but subject to such conditions and restrictions as are hereinafter mentioned:

"1. Be it enacted by the General Assembly of Virginia, That there shall be appropriated annually out of the treasury, from any money not otherwise appropriated, the sum of ten thousand dollars to the College of William and

[1] It is a pleasure to state that at its last session Congress reimbursed the College for injuries done during the war, the amount voted being $64,000.

[2] Now entirely discharged out of old College funds.

[3] Increased at the session of the Legislature in 1891–'92 to $15,000.

Mary, payable to the order of the Board of Visitors hereinafter mentioned, provided that the following conditions be complied with by the said College:

"2. The said College shall establish, in connection with the collegiate course, a system of normal instruction and training, for the purpose of educating and training white male teachers for the public free schools of the State.

"3. That the Board of Visitors shall hereafter consist of the existing ten members, who shall from time to time fill all vacancies occurring in their number, not to exceed ten, in the mode now provided by the charter; and of ten additional and associate visitors, who shall be appointed by the Governor, and who shall fill any vacancy occurring among the said associate visitors; and the said board so constituted shall control and expend the funds of the College and the appropriation herein provided, and shall make all needful rules and regulations concerning the said College, appoint all professors, teachers, and agents, and fix their salaries, and generally direct the affairs of the College.

"4. The Board of Visitors shall prescribe rules for the examination and selection of the pupils applying for normal instruction, and shall require each pupil selected to give satisfactory assurance of his intention and willingness to teach in the public schools of the State for at least two years after leaving said institution, and each of said pupils shall have, free of charge for tuition, the privilege of the College course.

"5. Each county and city in the State shall be entitled to one pupil, who shall be nominated by the county superintendent of schools, and if any vacancy occurs, it shall be filled by the Board of Visitors from the State at large, and one additional pupil for each additional representative to the House of Delegates above one, and said pupils shall receive gratuitous instruction, and the charge for board, washing, lights, and fuel shall not exceed ten dollars per month.

"6. It is further enacted, That the provisions of this act shall cease when the annuity granted herein shall be withheld by the General Assembly, and the terms of office of the associate visitors appointed by the Governor shall thereupon cease and determine.

"7. The Superintendent of Public Instruction shall be *ex officio* member of said Board.

"8. This act shall be in force from its passage."

The conditions of the act were duly accepted by the College, and the first meeting of the Joint Board provided by this act was held May 10, 1888, when it organized by the election of Judge W. W. Crump, Rector of the College, as President. The usual committees were appointed. Six different departments being determined upon for the College course, four of the professors were elected at this meeting, namely, Professors Hall, Stubbs, Wharton, and Garrett. The Board, at a subsequent meeting, on August 23, 1888,

elected Lyon G. Tyler as President, and completed the organization by electing, at the same meeting, Hugh S. Bird Professor of Pedagogy.

PLAN OF INSTRUCTION.

Pursuant to the order of the Board, the Faculty thus appointed met on the 8th of September, 1888, and proceeded to draw up a plan of instruction and course of study, having the normal feature as the corner-stone. To effect this object, the degree of L. I. (Licentiate of Instruction) was established, to be conferred on students passing satisfactory examinations in the Junior and Intermediate Classes of English Language and History, Mathematics, Latin, Pedagogy, and the Junior and Intermediate classes in Natural Science and Moral Science. Under this degree, the six elementary studies required by law to be taught in every common school are thoroughly reviewed in the departments of Pedagogy—first, to make sure of their mastery as ordinary branches of knowledge; secondly, to develop the philosophical principles underlying the facts, rules, and definitions of each of these studies; thirdly, to expound and illustrate the best ways of teaching each study and every part of each study; and fourthly, to require the students themselves to prepare teaching exercises, and exhibit them in the actual instruction of subordinate classes. Besides this standard line of professional work, there was marked out for the degree in the other classes a system of study quite as necessary for the practical teacher. It is not sufficient that he must know as much as children are expected to acquire, but he should know a great deal more. The teacher must be liberalized. Thus, the knowledge of Psychology is important, since, as the teacher's work is to develop and train the minds of his pupils, he must understand the nature of the mind he is to cultivate. Geometry, which is not embraced in the ordinary curriculum of the law for public schools, is similarly important, since it trains to the logical forms of thought and expression. Physiology and Hygiene become important in view of school health, and for similar reasons there is necessary, in order to complete the teacher's education, parallel preparation in English Language and History, Natural Science, and Latin.

OTHER DEGREES.

Besides the degree of L. I. (Licentiate of Instruction), the Faculty instituted for College purposes the degrees of Bachelor of Arts and

Master of Arts. Indeed, there is nothing in the features of normal training to conflict with the highest university education; on the contrary, there is everything to promote and encourage it. Thus, at William and Mary the Senior Classes in the several departments are made to hold a post-graduate relation to the other classes, opening a wide field to the teacher and all other students desirous of a liberal cultivation. As ordained by the Faculty, the degree of Bachelor of Arts is conferred for *graduation* in any two of the following five departments: English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science, and *proficiency* in the other three departments in the classes immediately below the graduating class: provided, that in the case of the department of Ancient and Modern Languages, which embraces three schools—Latin, Greek, and Modern Languages, or in the case of the department of English Language and History, which embraces two, graduation in one school or subject shall suffice; and furthermore, that in the said department of Languages only two schools shall be required for said degree; but work in the department of Pedagogy may, in the discretion of the Faculty, be substituted for equivalent work in one or more schools of the other departments.

After the same manner the degree of Master of Arts was established. It is now conferred for graduation in the five following departments, viz.: English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science; but graduation in the department of Pedagogy may, in the discretion of the Faculty, be substituted for equivalent work in the other departments. At the same meeting of the Faculty the course of study included in this Catalogue, modified by the experience of five sessions, was adopted.

PRESENT CONDITION.

And now, after five sessions, we can see the results of the revival of William and Mary. The attendance for the past four years has been the largest in the annals of the institution.[1] No sickness referable to the climate has occurred The College has increased its

[1] The next highest attendance was in 1840, when the College had one hundred and forty students. The attendance in 1888–'89, was 102; in 1889–'90, 187; in 1890–'91, 182; in 1891–'92, 176; in 1892–'93, 205.

Faculty and enlarged its accommodations. The institution unquestionably fills a long-felt want in the State.

ADMISSION OF STUDENTS.

1. Students Intending to be Teachers.

The law provides that "each county and city in the State shall be entitled to one pupil, who shall be nominated by the county or city superintendent of schools; and if any vacancy occurs it shall be filled by the Board of Visitors from the State at large, and one additional pupil for each additional representative to the House of Delegates above one; and said pupils shall receive gratuitous instruction, and the charge of board, washing, lights, and fuel shall not exceed ten dollars per month." According to this provision, as many as one hundred and twenty-eight students are entitled to admission to the College free of tuition. If, therefore, from any of the counties or cities there are no applicants for admission, their places may be filled by substitutes from any other counties or cities.

Of course regular representatives, who give timely notice of their intention to come, will have preference over all others; but all applicants who do not give notice at least fifteen days before the session opens must take their chances of getting admission. All State students are required to sign a pledge that they will teach at least two years in the public schools of Virginia after leaving the College, although, of course, while thus teaching they will receive pay for their services like other teachers.

Every State Student is required to furnish a written endorsement from his county or city superintendent of schools as to his moral character, ability, age, and general fitness to profit by a course of instruction in the College. Public school teachers are also allowed to come on the basis of their license, without tuition fees. These make the most appreciative students, because they have learned from experience the difficulties of the profession. They, too, must sign a pledge to teach.

Pledge.

"In compliance with the requirement of law, I hereby pledge myself to teach in the public schools of Virginia for a period of two years. Witness my hand."

Inasmuch as there may be counties not represented, persons wishing to attend should make application, even if their counties should already be fully represented. There might still be vacancies in other counties.

All candidates for admission will have to pass a reasonable examination in Orthography, Reading, Penmanship, Arithmetic, Geography, and English Grammar. These examinations begin on the day after the opening of the College.

As these scholarships are granted for the purpose of qualifying young men to teach in the public schools, they may be at any time forfeited by negligence, disorderly conduct, failure to make proper progress, or for any other reason which may justify the Faculty in concluding that the student will not be safely trusted with a school. They are special privileges which must be deserved, and shall not be enjoyed by the incompetent

2. STUDENTS NOT INTENDING TO BE TEACHERS.

Other applicants will be received as students from Virginia or other States on payment of the tuition fee of $17.50 per half session, and a medical fee of $3.

But no applicant, whether intending to teach or not, will be admitted into this Institution who is under fifteen years of age.

CLASS EXAMINATIONS.

Two examinations of each class are held during the session, in the presence of a committee of the Faculty, which every student is required to stand. The first, called the Intermediate Examination, is held about the middle of the session, and embraces in its scope the subjects of instruction in the first half of the course. The second, called the Final Examination, is held in the closing month of the session, and embraces the subjects treated of in the second half of the course. These examinations are conducted in writing. The questions propounded have each numerical values attached to them. An average of three-fourths on the examinations entitles the student to a certificate of distinction. As evidence of satisfactory attainments in any school or complete subject therein, a diploma of graduation will be conferred. But no degree, diploma, or certificate will be granted to any one until all sums due by him to the College are paid.

DUTY OF COUNTY AND CITY SUPERINTENDENTS.

By the law William and Mary is made an integral part of the public school system. The Superintendent is *ex officio* a member of its Board, and the President of the institution is required to make a report each year to the Superintendent of Public Instruction. County and city superintendents are, therefore, urgently asked to see that their county or city is represented by some competent young man. *They should take care, however, not to give a recommendation to any applicant who is not sufficiently prepared, and not earnestly determined to fulfil his pledge to the State.*

PRIVATE SCHOLARSHIPS, MEDALS, ETC.

Prior to the Revolution there were eight scholarships founded in the College by private persons, the funds for the support of which perished by the depreciation of the paper money. Those founded since the Revolution are: (1), The Corcoran Scholarship, founded by W. W. Corcoran, of Washington City, 1867; (2), The Soutter Scholarship, founded by James T. Soutter, of New York, 1869; (3) The Chancellor Scholarship, founded by Hon. Hugh Blair Grigsby, who succeeded John Tyler as Chancellor of the College, 1871; (4), The Graves Scholarship, founded by Rev. Robert J. Graves, D. D., of Pennsylvania, 1872. Earle Walter Blodgett, Esq., of the Philippine Islands, gave ten gold medals, one to be awarded each year to the best teacher, 1888. It is known as "The Brafferton Prize for Teaching." In 1890 Mr. Blodgett founded a second for teaching, the medal to be a silver one.

REPORTS.

Reports showing the standing of every student in his classes are made out quarterly. The attention of parents is called to these reports, and admonition in proper cases should be given by them to their sons. Parental authority is a valuable adjunct to the discipline and success of a College.

EXPENSES.

The buildings of the College have been put in fair repair, and a boarding department is operated under the management of Mr. R. Lee Spencer, as steward. The necessary expenses of a student are, therefore, as follows:

1. For students pledged to teach as required by law—

Board, including fuel, lights, washing, and attendance, payable $10 per month in advance (guaranteed),	$90 00
Medical fee, payable in advance,	3 00
Books will cost about	15 00
Total cost for session of nine months,	$108 00

2. For other students—

Board, including fuel and lights, payable $12 per month in advance,	$108 00
Medical fee, payable in advance,	3 00
Tuition fee, payable half on entrance, and half February 14th,	35 00
Books,	15 00
Total cost for session of nine months,	$161 00

Students pledged to teach are given the preference at the boarding-house; but other students, in case the boarding-house is full, will have no difficulty in obtaining accommodations in town quite as cheap as the above rates.

No reduction on account of board made for absence from College for a period less than a month.

FEES.

No matriculation or other fee is required at William and Mary save the tuition fee of $35, payable $17.50 on entrance and $17.50 on February 14th, and a medical fee of $3. The tuition fee is not required of those who propose to be teachers, their expenses for board, fuel, lights, washing, medical advice and attendance being strictly limited to $93 per session as above.

NOT DENOMINATIONAL.

Religious exercises follow the calling of the roll every morning. The ministers of the several churches in Williamsburg are invited to officiate in turns. The discipline of the College is sedulously administered with a view to confirm integrity and maintain a sacred regard for truth.

HONORARY DEGREES.

No honorary degrees are conferred by this institution under its present connection with the State.

LIBRARY.

The Library, which is adorned with several important portraits and relics of the past, contains about seven thousand volumes, some of them of much importance. It is open to students two hours every day of the week.

LOCATION.

The College is situated in James City county, on the suburbs of Williamsburg, only a few hundred yards from the depot of the Chesapeake and Ohio Railroad, and is only forty-eight miles from Richmond, and thirty-seven miles from Norfolk. There are two trains daily from Richmond, and as many from Newport News, connecting in all directions from those points. The location is healthy, which was one reason that induced the Legislature, in 1699, to remove the capital to Williamsburg from Jamestown, a fact attested by the words of the act of removal. Indeed, the healthfulness of the place is confirmed by the scanty mortality record of the Eastern Lunatic Asylum, situated in Williamsburg, and by that of the College itself; for it is a remarkable fact that during the present century only eight deaths have occurred at the College, and not one of these was traceable to causes incident to the climate. This exemption from disease is doubtless due to the elevated position of the College and Williamsburg, which stand on the ridge of the Peninsula, and have the same altitude as Richmond, a fact stated on the authority of competent engineers.

ASSOCIATIONS.

Besides its salubrity of climate, free from all malignant fevers, its easiness of access, the cheapness of rates, and its being the only seat of learning in the State where male white youths are systematically trained to be teachers, the College of William and Mary has a wealth of advantage in the associations which cluster around the vicinity. Every person knows the value of keeping good company, for from this comes his chief knowledge, and by this is his character usually moulded. At William and Mary every student has the proud thought that in registering his name as one of its students he places it in the company of patriots and statesmen, whose history, from that moment, becomes a part of his under the

bond of fellow-alumni.[1] It is impossible to believe that the student can live in the presence of these and similar associations without being inspired by them. Jamestown, where was planted the first permanent English settlement in America, is only seven miles distant, and Yorktown, where the noble monument stands that tells of the establishment of American liberty, is only about twelve miles off.

[1] Mr. John Goode used the following eloquent language in Congress: "George Washington, in early youth, went forth from her halls into the wilderness of the West with a surveyor's staff in his hand; Thomas Jefferson, the author of the statute establishing religious freedom and of the Declaration of American Independence; James Monroe, the pure and incorruptible patriot, whose administration was distinguished for having restored 'the era of good feeling'; John Tyler, the brilliant orator and fearless statesman, to whom the credit of the Ashburton treaty and of the annexation of Texas justly belongs; Peyton Randolph, the first President of the Continental Congress; John Marshall, the able, learned, and upright judge; Winfield Scott, who bore the banner of his country in triumph to the halls of the Montezumas—all these, and more than two hundred others, who have been preëminently distinguished as scholars, divines, soldiers, and statesmen, drank at her fountains of learning, and carried with them from her halls those influences which rendered them immortal, and made their lives an ornament and a blessing to their country. Where else upon this continent will you find such associations to quicken the pulse and inspire the heart of the young with all those elevated principles and lofty desires 'which make ambition virtue'?"—*Globe*, *Forty-fifth Congress*, *Second Session*, page 2484.

GENERAL REGULATIONS.

ADMISSION.

To be admitted as a student of the College, the applicant must be at least fifteen years of age; but the Faculty may dispense with this requirement in favor of one who has a brother of the requisite age entering at the same time.

If the applicant for admission has been a student at any other incorporated seminary, he must produce a certificate from such seminary, or other satisfactory evidence of general good conduct.

NUMBER OF SCHOOLS.

Every student must attend at least four schools, and take as many branches of study as, by the lecture schedule, will require an attendance of not less than sixteen hours a week or more than twenty-two hours.

EXCHANGE OF SCHOOLS.

Students are permitted to exchange schools within *one week* after admission. Thereafter no exchange is allowed except by leave of the Faculty.

WITHDRAWAL FROM A SCHOOL.

No student can drop a class in a school without the permission of the Professor of that school; nor can he give up any school without the permission of the Faculty.

WITHDRAWAL FROM THE COLLEGE.

No portion of a student's College fees is refunded on account of withdrawal from the College, unless the withdrawal be rendered necessary by ill-health.

ABSENCE FROM LECTURES.

A student is not permitted to absent himself from any lecture or examination without valid excuse, without special leave from the President or Faculty.

EXAMINATIONS.

Candidates for graduation are required to present themselves for examination with the class. Special examinations are not granted except upon the physician's certificate of sickness on the day of examination or other cause which the Faculty may approve.

FIREARMS AND DISORDERLY CONDUCT.

No student shall keep or use firearms, or make loud noises or create disturbance either in his room, on the college premises, or on the streets of Williamsburg.

CARD-PLAYING, ETC.

No student shall play cards, or billiards, game, visit bar-rooms or places where liquor is kept for sale, keep or have intoxicating liquors in his room or possession, write upon the walls of the buildings, injure the property of the College or citizens, swear or use indecent language, or be guilty of any conduct rendering him an unfit associate for young gentlemen.

HAZING.

Hazing or subjecting students to ignominious treatment is strictly forbidden.

ROLL-CALL.

All students are required to attend morning roll-call, at 8:45 A. M. every day except Sunday.

LIMITS.

No student shall go more than six miles from the College without the consent of the President or Faculty.

Course of Study.

I. DEPARTMENT OF MORAL SCIENCE, POLITICAL ECONOMY, AND CIVIL GOVERNMENT.

Professor Lyon G. Tyler.

There are two classes in this department—a Junior and a Senior. In the Junior, the elements of psychology are set forth, and the faculties of the mind especially discussed in their relation to education. A thorough knowledge of the laws according to which the memory, imagination, and other faculties operate, will be found of great value to the student in receiving, and to the teacher in imparting, information. Psychology is made to alternate with lectures on civil government, considered particularly in respect to the governments of Virginia and the Union.

In the Senior Class the principal problems in ethics, logic, and political economy are discussed.

Reference Books.

Psychology.—Noah K. Davis's Elements of Psychology; Brook's Mental Science and Culture; Hamilton's Metaphysics,

Civil Government.—Minor's Institutes; Story on the Constitution; Cooly's Constitutional Limitations; Tucker's Lectures on Civil Government; Upshur's Review; The Federalist; Calhoun on the Constitution; the professor's "Parties and Patronage."

Ethics.—Calderwood's Hand-book of Moral Philosophy; Stewart's Active and Moral Powers; Janet's Elements of Morals; Day's Science of Ethics.

History of Philosophy.—Schwegler's History of Philosophy.

Logic.—Fowler's Logic; Hamilton's Logic; Davis's Theory of Thought.

Political Economy.—Perry's Political Economy; Dew's Restrictive System; Jevons's Political Economy.

II. DEPARTMENT OF ENGLISH AND HISTORY.

Professor J. Lesslie Hall.

Instructor, G. W. Mapp.

School of English.

English has been put upon an equality with "the humanities." It is taught from both a scientific and a literary point of view. The

old theory of studying English syntax in Latin grammars is not held in the institution. English grammar is studied in and for itsslf.

Parallel with the study of analytic and synthetic grammar run courses in historical English grammar. The history of the language, in its various phases of development, is carefully studied. The student learns to regard the English of Alfred, of Henry II., and of Victoria, as the same essence under different aspects.

While pursuing the courses outlined above, the student is becoming intimately acquainted with one or more of the works of some great English author. He reads and criticises with the aid of the instructor. Class-work is confined, of course, to selected poems or essays of the author studied; but a parallel course of reading in the same author is prescribed.

In the advanced classes, Old English (or Anglo-Saxon) is taught, and the students learn English grammar as its sources.

In all the classes the scientific and the literary sides of the subject are carefully equalized and balanced.

Proficiency in each class is required for entering the one next higher.

The English courses for next session will be as follows:

JUNIOR CLASS.—Whitney's Essentials of English Grammar (both terms); Richardson's English Literature (both terms); Scott's Marmion, with parallel reading in Scott (first term); Longfellow, with parallel reading (second term); weekly compositions, etymology (both terms).

INTERMEDIATE CLASS.—Bain's Higher Grammar (both terms); Meiklejohn's English Language (first term); Richardson's English Literature (both terms); Clark's Briefer Rhetoric (both terms); Ruskin, with parallel reading (first term); Shakspere, with parallel reading (second term); the professor's Beowulf; essays and etymology.

SENIOR I.—Anglo-Saxon—Bright's Reader (both terms); Minto's Manual of English Prose (both terms); Ruskin and Shakspere; the professor's translation of Beowulf; essays.

SENIOR II.—Anglo-Saxon continued—Bright's Reader; Middle English; Chaucer; Minto's Manual of English Poetry; the professor's Beowulf; essays.

For such students as are found unable to keep up with the Junior Class, a lower grade of instruction is provided.

SCHOOL OF HISTORY.

History has always been emphasized in the institution. Under the gifted Dew and other distinguished instructors, William and Mary's School of History and Political Science trained hundreds of young Virginians for usefulness in the forum, at the bar, and in the offices of state.

Three grades of certificates are awarded in this school, viz.: Junior, Intermediate and Senior. General History, Virginia History, and American History will be given every session. To give variety to the courses, two other kinds will be offered every session, these being varied to suit the needs and demands of the students.

For the degree of L. I., Virginia History, American History and General History are required. The A. B. degree requires proficiency in the Intermediate class (four kinds). The A M. degree requires a diploma, which represents six kinds.

TEXT-BOOKS.—Cooke's Virginia; Stephens's United States; Myers's General History; Montgomery's England (lectures on constitutional history); Taylor's Germany; Smith's Rome (abridged); Smith's Greece (abridged).

PARALLEL READING.—Dew's Ancient and Modern Nations; Cooke's Stories of the Old Dominion; Howison's United States; Tyler's Parties and Patronage; Hannis Taylor's Constitutional History of England; special chapters of Grote, Hume, Arnold, Bancroft, Macaulay, McCarthy, and other standard historians.

In all these courses the Socratic and Aristotelian methods are combined; the text-book is used as an assistant to the instructor.

III. DEPARTMENT OF MATHEMATICS.

Professor T. J. Stubbs.

In this department there are four classes:

JUNIOR CLASS.—This class meets four times a week, and studies Arithmetic, Algebra as far as Quadratic Equations, and the first three books of Plane Geometry.

TEXT-BOOKS.—Venable's New Practical Arithmetic; Wells's Higher Algebra; Wentworth's New Plane and Solid Geometry.

INTERMEDIATE CLASS.—This class meets four times a week, and studies Plane and Solid Geometry, Algebra through the Binomial Theorem, Undetermined Co-efficients and the Theory of Logarithms; and Plane Trigonometry.

TEXT-BOOKS.—Wentworth's New Plane and Solid Geometry; Wells's Higher Algebra; Wells's Essentials of Trigonometry.

Candidates for the L. I. degree must complete the work in the Junior and Intermediate Classes.

SENIOR CLASS.—First year: This class meets three times a week, and studies Conic Sections, Analytical Geometry (a short course), Spherical Trigonometry, and the elements of the Theory of Equations.

TEXT-BOOKS.—Wentworth's Conic Sections; Wells's Essentials of Trigonometry; Wentworth's Analytical Geometry; Wentworth's College Algebra.

Candidates for the A. B. degree must complete the work in all three of the above classes.

SENIOR CLASS.—Second year: This class meets three times a week, and studies Analytical Geometry (an extended course), and Differential and Integral Calculus.

TEXT-BOOKS.—Wentworth's Analytical Geometry; Osborne's Differential and Integral Calculus.

Candidates for the A. M. degree, and candidates for the A. B. degree, who elect Mathematics as a major ticket, must complete the work in all of the above classes.

Surveying is also taught, embracing Land, Railway, Topographical, and Mining Surveying.

TEXT-BOOKS.—Wentworth's Surveying, or Davies's (Van Amringe) Surveying.

IV. DEPARTMENT OF LATIN.

Professor L. B. Wharton.

The study of language is regarded scientifically and practically as a training of many faculties and an instrument for a wide gathering in of information and varied expression of thought. Attention is given to the acquisition of language itself, and also to a knowledge of the subject-matter of each author. Accurate analysis is urged as a valuable result of language-study. The student is trained to balance thought and expression, with a gain in width and clearness of conception, and in the mastery of his own native speech. Written translations from English into some foreign tongue, or the opposite, are required; sight-reading is called for;

sentences are spoken, to be translated orally at the moment; ear as well as eye receives training; and the effort is constantly made in the direction of thinking in a foreign language, as being its only complete mastery, and as a mental discipline. Parallel reading is prescribed during the course.

School of Latin.

Junior Class.—Collar and Daniell's Beginner's Latin; Latin Readings.

Intermediate Class.—Cæsar, Virgil, Cicero.

Senior Class.—First year: Sallust, Horace, Livy.

Senior Class.—Second year: Plautus, Tacitus, Juvenal, Cicero. Grammar, Gildersleeve. Ref. Allen and Greenough, Madvig.

As the Junior and Intermediate Classes are required of all applicants for the degree of Licentiate of Instruction, the Professor constantly calls attention to methods of imparting knowledge, whether Socratic or Aristotelian in their general character, their relative advantages, and how the faculties are best trained.

V. NATURAL SCIENCE.

Professor Van F. Garrett.

Junior Class.—Maury's Geography, Civil and Physical; Gray's Botany; Sharpless and Phillips's Physics; Shepard's Chemistry.

Intermediate Class.—Physics and Chemistry continued; Walker's Physiology and Hygiene.

Senior Class.—Sharpless and Phillips's Physics; Shepard's Chemistry; Remsen's Organic Chemistry; Laboratory Work. For reference, Roscoe and Schorlemmer's Chemistry; Qualitative Chemical Analysis, by Prescott and Johnson; Elderhorst's Blowpipe Analysis.

The Physical Laboratory is furnished with charts, blackboards, and apparatus for illustration in Physics.

The Chemical Laboratory contains apparatus and chemicals for class illustration. In addition to these, each student has a working desk, reagents, and apparatus necessary for individual work. The aim in the department is to reach these sciences experimentally and practically, as well as theoretically.

The course in Physiology and Hygiene aims to give such *useful* information concerning physiological and hygienic laws as every person, especially teachers, should possess.

VI. DEPARTMENT OF PEDAGOGY.

Prof. Hugh S. Bird.

INTRODUCTORY MATHEMATICS.

This class prepares students for the Junior year of the Department of Mathematics, and is taught by members of the Intermediate Pedagogics in turn, always under the direct supervision of the Professor.

TEXT-BOOKS.—Venable's Practical Arithmetic and Easy Algebra.

INTRODUCTORY ENGLISH.

This class is similar in organization to the Introductory Mathematics Class. The work consists of a study of the elements of English Grammar, chiefly by means of compositions, dictation, and other written exercises.

TEXT-BOOK.—Whitney and Lockwood's English Grammar.

PEDAGOGY.

JUNIOR CLASS.—First term: Geography. Short teaching exercises by members of the class.

Second term: Teaching exercises in common school branches. Rapid reviews, with especial reference to methods of teaching, and practice of the same. A work on the theory and practice of teaching, as Page or Swett, is used as a text-book.

All State students are required to take this class upon entering the College, although other students will be received, and thus be able to prosecute studies not found in the ordinary college curricula.

Those who propose entering this department are strongly advised to bring with them as many text-books in the common school branches as possible.

INTERMEDIATE CLASS.—First term: The Theory of Teaching; the application of Psychology to Pedagogy; especial consideration of the *child* to be taught; Practice in Teaching.

Second term: The Practice of Teaching; especial consideration of the *subjects* to be taught; School Laws and Educational History of Virginia; Lectures on History of Education; Practice in Teaching.

An original essay on some pedagogical subject must be written by each candidate for a distinction in this class before June 1st of each year. The instruction is mainly by lectures, the text-book

used being Payne's Compayré's Lectures on Teaching. Practice in the teaching art is carried on throughout these two classes, and is graded. This practice consists of short impromptu teaching exercises in the first term of the first year, the student-teacher becoming more independent and teaching longer periods, until, in the second term of the second year, he is able to take charge of an "introductory" class for a week or more at a time. The Professor is always in the room with the student-teacher while he is teaching, and all teaching exercises are criticised either before the other teachers or in private.

Senior Class.—Students possessing some knowledge of Psychology, General History, and the elements of Pedagogy, and *who intend making teaching their profession*, constitute this class. Some experience in teaching is also very desirable. Three hours per week is devoted to the critical study of the History and Philosophy of Education, with parallel readings in educational classics.

Text-Books.—Compayré's History of Pedagogy; Rousseau's Emile-Spencer's Education; Howland's Hints for Teachers. For reference: Laurie's Comenius; De Guimp's Pestalozzi; Rosenkrantx's Philosophy of Education; Mahaffy's Old Greek Exhibition.

VII. DEPARTMENT OF GREEK, FRENCH, AND GERMAN.

Professor Charles Edward Bishop.

The aim in this department is to equip the student with a thorough knowledge of the elementary principles of the three languages studied. To this end a limited amount of work is carefully selected for each class, and all effort is concentrated on the *accomplishing of that work*, and that alone—however tempting the many other departments of Linguistics may be. The work required is adapted to the needs of the individual class, in so far as this is possible without too violent change in the prescribed course of study, and a fair amount of parallel reading is insisted on.

School of Greek.

Junior Class.—Rutherford's Greek Grammar, and Underhill's Exercises.

Intermediate Class.—Xenophon (Goodwin) and Lysias (Bristol); Goodwin's Greek Grammar; Woodruff's Greek Prose Composition. Parallel.

Senior Class.—First year: Homer (Seymour) and Demosthenes (Tarbell); Hadley-Allen's Grammar; Goodwin's Moods and Tenses; Allinson's Greek Prose Composition; History of the Literature. Parallel.

SENIOR CLASS.—Second year: Plato (Dyer) and Sophocles (Humphreys); Hadley-Allen's Grammar; Goodwin's Moods and Tenses; Original Exercises; History of the Literature. Parallel.

SCHOOL OF FRENCH.

JUNIOR CLASS.—Edgren's Grammar and Lacard's Supplementary Exercises; Super's Reader. Parallel.

SENIOR CLASS.—Hugo's Bug Jargal (Boielle); Molière's Le Médecin malgré lui and Le Bourgeois Gentilhomme (Gasc); Whitney's Grammar; Original Exercises. Parallel. Warren's "Primer of French Literature."

SCHOOL OF GERMAN.

JUNIOR CLASS.—Joynes-Meissner's Grammar and Reader. Parallel.

SENIOR CLASS.—Soll und Haben (Bultmann) and Die Jungfrau von Orleans (Wells); Whitney's Grammar; Original Exercises. Parallel. Hosmer's "Short History of German Literature."

YOUNG MEN'S CHRISTIAN ASSOCIATION.

This Association is in a flourishing condition. By it many students are brought under good influences. There is always plenty of good work to be done in every community to occupy the religious energies of all. The officers for the present year are:

PRESIDENT, ...	S. M. JANNEY.
VICE-PRESIDENT, ...	G. M. SMITH.
RECORDING SECRETARY, . . .	T. S. HERBERT.
CORRESPONDING SECRETARY, . .	N. M. BRANCH.
TREASURER, ...	E. SHAWEN.

Bishop Alpheus W. Wilson, of Baltimore, Md., will address the Association and the young men in general on June 18, 1893.

LITERARY SOCIETIES.

There are two Literary Societies, the Philomathean and Phœnix, of long standing. They meet weekly in their halls for the purpose of cultivating debate and composition. They have their celebration on June 19 and 20, 1893.

PHILOMATHEAN SOCIETY.

FINAL PRESIDENT,	N. M. BRANCH.
SECRETARY,	J. M. HOOKER.
ESSAYISTS,	O. P. CHITWOOD, A. H. WOODYARD.
ORATORS,	W. HOSKINS, HURT JORDAN.
DEBATERS,	T. W. HENDRICK, J. R. L. JOHNSON.
DECLAIMERS,	A. J. RUTTER, J. W. WRIGHT.

PHŒNIX SOCIETY.

FINAL PRESIDENT,	G. M. CRALLE.
SECRETARY,	E. SHAWEN.
ESSAYISTS,	G. M. SMITH, TAZEWELL TAYLOR.
ORATORS,	F. S. FARRAR, L. R. WARREN, JR.
DEBATERS,	W. W. ALLEN, Z. A. GILL.
DECLAIMERS,	J. C. CHICHESTER, E. P. TURNER.

W. R. Alexander, Esq., of Winchester, Va., will deliver an oration before the joint societies on June 19, 1893.

ALUMNI ASSOCIATION—OFFICERS.

All persons in good standing who have been students (graduates or otherwise), or Professors of the College of William and Mary, wherever their actual residence, may be members of this association when they shall have signed the constitution, stating their respective addresses, and paid their initiation fee. The society may also elect honorary members. The initiation fee is three dollars, which shall be in full of all dues for the first year. The annual dues shall be one dollar, payable in advance to the secretary on the day of the annual meeting. The officers for this year are:

PRESIDENT, . . ROBERT M. HUGHES, Norfolk, Va.
FIRST VICE-PRESIDENT, . WILLIAM REYNOLDS, Baltimore, Md.
SECOND VICE-PRESIDENT, S. GORDON CUMMING, Hampton, Va.
THIRD VICE-PRESIDENT, Hon JOSEPH W. SOUTHALL, Amelia Co., Va.
H. D. COLE, Secretary and Treasurer, Williamsburg, Va.

EXECUTIVE COMMITTEE.

C. P. ARMISTEAD, . . . Williamsburg, Va.
Col. GEORGE W. PALMORE, . . Richmond, Va.
JOHN S. CHARLES, ... Williamsburg, Va.

John Allan Watts, Esq., of Roanoke, Va., by invitation, will address the alumni on June 22, 1893.

BEQUEST TO THE COLLEGE.

A form of bequest is appended, in the hope that the friends of the College will remember its increasing wants, and aid the Visitors and Faculty in their earnest efforts to enlarge and perpetuate its influence. A constant outlay of funds is necessary to develop the usefulness of any prosperous institution. The increasing wants of the College of William and Mary make an urgent appeal to its friends to enlarge its facilities for accommodation and instruction. This object can be obtained only by means of an endowment fund. It is hoped, therefore, that the friends of the College of William and Mary will do no less for it than is being done for many other institutions.

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia,----------
----------Dollars, for the maintenance and support of said College.

Or—

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia,----------
Dollars, to endow a Professorship of----------in said College.

Or—

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia,----------
----------Dollars, to increase the Library (or Apparatus) of said College.

Address, LYON G. TYLER, M. A.,
PRESIDENT OF THE COLLEGE OF WILLIAM AND MARY,
(*Near*) *Williamsburg, Va.*

BEOWULF,

THE MOST ANCIENT EPIC OF OUR RACE, rendered into modern metrical forms, by JOHN LESLIE HALL, Ph. D., Professor of English and History in the College of William and Mary. Boston, D. C. Heath & Co., $1.00. For sale by all booksellers.

Extracts from criticisms:

Prof. Edward Dowden, *University of Dublin:* Yours is a bold experiment, but one has the assurance throughout of fidelity to the original. It certainly takes one who knows *Beowulf* back to the poem, and brings him into very close contact with it.

Prof. F. A. March, *Lafayette College:* A decided advance upon all other translations in our language, I think. It will be an honor to publish this translation.

Prof. Jas. A. Harrison, *Washington and Lee University:* An excellent piece of work. The *marginalia* form an interesting running commentary on the text. The Best thing yet done in English.

Prof. Chas. F. Richardson, *Dartmouth College:* Decidedly the best of English translations of our earliest epic. The translator's vigorous lines surprisingly reproduce both the form and the spirit of the original.

The Critic, *New York:* It is a distinct achievement in translation. * * * Nervous, often poetic, frequently felicitous.

Public Opinion, *New York:* All lovers of Anglo-Saxon will hail with genuine pleasure this excellent poetic translation. It seems to us that this difficult task has been well performed—remarkably well performed. One feels transported back through many a century as he reads. This is no mean triumph of art. We regard the volume as another mile-stone of progress in the study of Anglo-Saxon.

Literary World, *London:* Several scholars aforetime have published translations of *Beowulf* into modern English. To the number we must now add Professor J. L. Hall, whom every lover of our old literature will thank for recalling attention to the poem by his spirited metrical rendering, which, as the passage above cited, is very happily worded, and itself almost becomes poetry. His idea has been both "to please the Anglo-Saxon scholar by adhering faithfully to the original," and also "to interest the student of English literature by giving him the most ancient epic of our race . . . in modern garb . . . and in a measure . . . retaining the essential characteristics of the original." He is more successful than could have been expected, for every one who has attempted to turn ancient poetry into modern verse knows that at every step he must balance the claims of the old against the exigencies of the new, and the result generally is but a more or less successful compromise; the rendering often ceases to be "faithful," in the sense of the exact, while the "modern garb" fails to be as free, flowing, and elegant as the artist would like.

Public Ledger, *Phila.:* The venerable Anglo-Saxon epic, *Beowulf*, is introduced to a wide class of readers in a modern measure, which permits the use of a regular cadence, while retaining the essential characteristics of the original. A scholarly professor of the ancient College of William and Mary has the honor of presenting his old friend to that hard-worked personage, the General Reader. A glossary and footnotes smooth the road to popularity, and make plain our forefathers' way of life, their love of the sea, of war and adventures, of drinking deep and making merry in pre-Alfredian times. In short, *Beowulf* is an epitome of Anglo-Saxon existence. Success attends this careful and spirited version of the ancient lay which will forward the accomplishment of Professor Hall's expressed desire to hasten the day when the story of *Beowulf* shall be as familiar to English-speaking people as is that of the Iliad.

Already adopted in the higher literature classes of about fifty colleges and universities in this country and in Canada.